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ABSTRACT

To educate children toward peace and a productive resolution of conflict instead toward inurement to war and violence the following goals are set forth: developing a respect for all life; recognizing and respecting cultural and social differences among individuals; solving problems of socialization; developing a concept of world citizenship; stimulating parents to adopt a philosophy of peace education; and developing in children the freedom to think critically and learn humanistically. A unit for inculcating these goals in kindergarten children focuses on the concepts of interdependence and conflict resolution. Activities and resources aimed at developing self-confidence and a sense of self-worth and acceptance are coordinated with these concepts. Included are lists of books, films, records, and other instructional materials. (JH)

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A PEACE EDUCATION UNIT FOR THE KINDERGARTEN CHIL

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Norman Cousins has made the accusation that people are not educated to wage peace, "that we are not prepared educationally and emotionally for the important job that faces us, which is how to create a lasting peace."

In the thirties Maria Montessori said, "establishing a last-peace is the work of education; all politi.. can do is keep us out of war."

The conclusion of the 1973 yearbook of the Association of Supervision and Curriculum Development is that programs in peace education, taught in the nation's schools, are the only deterrent to the warfare that has plagued the world in the 20th century. MASCD believes the values and issues involved in world peace "should provide the main content of curriculums in the 1970's."

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I believe that the study of peace should begin at the earliest possible time in the child's life because we know that the attitudes and personalities of adults are formed mainly during childhood. It is during the child's early years that the patterns of behavior for resolving conflict are developed.

Dr. Joseph Fishchoff, Chief of Psychiatry at Children's Hospital in Detroit says, "Aggression is something every human needs to survive, but in its extreme form, it is a force of violence and something destructive to individual human beings and to all of society." "To teach children an alternative to violence, "Dr. Fischoff states," requires that children be taught to care for others as well as be self-sufficient."

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They learn to care for others mainly through example and the most valuable learning occurs before the child is six years old. We are living in a world of increasing violence and social unrest. We see our children continually exposed to the glamour of war toys, violence on television, wars, and rebellions. War is a national policy and violence a way of life. The individuals we admire are all too often war heroes. In the face of the above facts combined with the reality that the human race can no longer afford war, and our very survival is dependent upon finding a better way to resolve conflict, there is an urgent need to help our children develop construction skills for resolving conflict. It is my goal to do this by involving children in creative pursuits; happy involvements in life, and thus commit the young personality to the pursuit of peace as a way of life.

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Until now little has been done to include in the school curriculum constructive and creative methods of solving conflict. All too often children are taught to avoid conflict and to suppress feelings of anger, rather than facing these feelings and dealing with them creatively.

The research of Howard Tolley, Jr[1] tells us that children and their teachers accepted the necessity of war at about the same extent. The research of Trond Alvik[2] seems to prove that children tend to have fewer ideas about peace as an active process than they do about war.

If the school atmosphere in which the child develops a readiness for reading and mathematics is one in which he feels loved and wanted, I believe he can develop self-confidence, a sense of self-worth, and acceptance.

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[1] Children and War-Association for Childhood Education International

[2] Ibid

Tolley reminds us how one feels about oneself is inveriably intermeshed with one's feelings about others. A feeling of acceptance can help remove some of the frustrations which so often lead to aggressive behavior in the peer group and in the community. Many examples of destructive behavior in our communities have been brought on by individuals who feel threatened and incapable of controlling their environment. To channel children's aggressions in socially desirable ways means teaching them they have some control over their environment. If they feel capable they won't feel threatened. In this atmosphere the child values kindness, cooperation, consideration for others and is free to resolve personal differences in other ways than by physical attack.

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GOALS OF THIS PEACE CURRICULUM

The Association For Childhood International takes the position that a vital way to prevent war and bring about peace is to raise a generation of children who reject killing as uncivillized and as a barbaric, unproductive way to deal with human conflicts. With this position statement in mind I set the following goals:

1. To develop a respect for all life.
2. To recognize and appreciate individual differences and to develop feelings of loyality toward people of varied racial socio-economic, and cultural backgrounds.
3. To solve problems of socialization and help children live with themselves and other people.
4. To broaden the value of patriotism by encouraging concern for all people in the human family.
5. To develop the concept of world citizenship.
6. To stimulate parents to adopt the philosophy of Peace Education in child-rearing practices since the views of parents are by far

the most important in determining children's outlooks.

7. To give children freedom to think critically and to learn humanistically.

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CONCEPT: There is a basic interdependence of every part of the world with every other part.

1. All people have the same basic rights and responsibilities.
2. Children can learn to recognize and to appreciate individual differences and develop feelings of loyality toward people of varied social, socio-economic, and cultural backgrounds.

CONTENT	LEARNING ACTIVITIES	RESOURCES
Basic values of peace, justice, freedom, and economic welfare. Use of The World Pledge to develop allegiance and patriotism and to expand the child's loyalities to include all human beings.	Learn the World Pledge, say it every day at the same time as pledge to the U.S. flag or at any other time during the day. Print the World Pledge in large manuscript frame and hang in classroom. <u>Topics for conversation</u> 1. What is war? 2. What is peace? 3. What is justice? 4. How can we care for earth, seas, and air? A. Pick up papers on playground, park area, in hall. B. Pollution 5. Global Citizenship Following discussion give children a large sheet of heavy paper on which words of World Pledge are printed (older children could do their own printing). Ask children to draw what they think the words mean. Punch holes in top, tie with string so it can hang as a banner at home or in the classroom	World Pledge by Lillian Genser Center for teaching Film: The Hat Film: Crane's MagicGift Poem: Some Children by Jo. Zenjford Oslo Music: It Could be a Wonderful World! Strangest Dream Let there be Peace Banners and Wall Hangings "The more we get together the happier we'll be" "Peace" United Nations Fla displayed in class room next to American Flag <u>BOOKS</u> Sparrows Don't Drop Candy Candy Wrappers, Gabel, Margaret Leef, Munro. Three promises to you. Lobel, Anita <u>Potatoes, Potatoes</u> Fitzhugh, Louise and Sandra Scoppetone. <u>Bang, Bang, You're Dead</u>.

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Race refers to a method of classifying the family of man based upon observed physical differences in skin color, hair, shape of eyes, nose and lips. Develop a feeling of self-worth and appreciation of family. Young children can be helped to understand similarities and differences in ways people live and relate to one another around the world and to beocme familiar with the following aspects of other cultures: 1. Food 2. Clothing 3. Shelter 4. Family life 5. Customs 6. Holidays	Act out and tell about favorite family activities. Have children bring their baby pictures, pictures of babies from magazines, pictures of baby animals. Use a bulletin board for "Beautiful Babies". Use models of human organs to illustrate skin color, (has no bearing on their functioning). Display pictures of people of different ethnic groups doing the same kinds of things. Learn songs of other cultures. Play Lingo. Display UNICEF Festival Figures. Children wear costumes from all over the world for a school program. Display the flags from those countries. Invite a visitor from antoher country to tell about his native land. Celebrate National, and International holidays.	What Color Are you? Skipper Learns a Lesson Let's Share with Others My Mother is the most Beautiful in the World. A Mask for you and a Mask for me. SONGS It's a small World After All. Sing Children, Sing Father of the Man RECORDS Call and Response African Chants Black and White recorded by Three Dog Night UNICEF Bingo game called Lingo using foods of the world written in three languages. UNICEF Festival Figures cardboard figures of children around the world in their colorful holiday dress. Games enjoyed by Children Around the World American Friends Service Committee 1970 The Magic World of UNICEF UNICEF pop-up globe

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CONTENT	LEARNING ACTIVITIES	RESOURCES
World Holidays Cont. January 15 Martin Luther King, Jr.	Make a silouhette and mount for a picture to take home. Discuss his life and work	Meet Martin Luther King, Jr. by James T. DeKay
Early in February Chinese New Year		Martin Luther King, Jr. Margeret Boone Jones
February 11 Thomas A. Edison	Talk about black people in our community who have done something special to help someone.	BOOK Five Chinese Brothers
February 12 Abraham Lincoln Black History Week	Display pictures of Black Americans we all know.	UNICEF Wall Calender-identifies major national, school holidays around the world.
February 22 George Washington Brotherhood Week	Afro-American Portfolio-Famous Negroes	Song about Black-Ann McGovern What Mary Jo Shared-J. Udry
March 8 Harriett Tubman's birth	Handwork activity using a shamrock.	Stevie J. Steptoe Stevie J. Steptoe
March 17 St. Patrick's Day	Give the children U.N. buttons ecplaining the job of the U.N. to bring peace.	Nappy has a new friend-Inez Hogan
May 5 Japan (Boys Day)	Make an American Flag with paper and crayons	The Snowy Day Whistle for Willie Ezra Keats
May 30 Memorial Day	Divide children into groups giving each group the name of an Indian Tribe.	Black A B C's Runaway Slave-H. Tubman
June 3 Dr. Charles Drew (of blood plasma)	Make necklaces, drums, head bands, wigwams	Little Bear marches in the St. Patrick's Day Parade
June 14 Flag Day	Learn Indian songs	FILMS Boy of the Navajos Hopi Indians Peaceful Ones
Forth Friday in Sept. American Indian Day	Each child chooses an Indian name.	BOOKS Indian Two Feet and His Horse by M. Friskey
Late in September Rosh Hashana		

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World Holidays cont. October 12 Columbus Day	Draw Columbus ships	Record: Columbus Childrens Record Guide
October 24 United Nations Day	Invite children and their parents to participate in Trick or Treat for UNICEF	UNICEF posters literature
October 31 Halloween	Discuss with children what money they collect will do for children in under-developed countries.	Book: Penguins of all People-Freeman
December 10 Human Rights Day	UNICEF puzzle of Child holding the world	Songs: It's a Small World Let there be Peace I'd like to teach the world to sing
December 25 Christmas Hanukah	Adopt a family through CARE, Inc. Then study the family's country, mail non-perishables. Write letters to the family.	Books: I'll Build my Friend a Mountain-Katz Peace is You and Me F. Weiner The General J. Charters Stone Soup M. Brown Animals Peace Day J. Wahl
Global Citizenship Have child see himself in relationship to the world as one small environment moving in space with limited resources to be shared by all men.	Children bring in pictures from the newspaper. Paste on a large poster	
Celebration and recognition of news events in the direction of peace.	Have children make up an A B C's of peace.	
Peace heroes and heroens	Martin Luther King, Jr. Sojourner Truth Harriett Tubman	Book: Runaway Slave story of Harriett Tubman by Ann McGovern

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CONCEPT: Attitudes and personalities of adults are formed mainly during childhood and it is during these years the patterns of behavior for resolving conflict are formed.

1. There is an urgent need to help our children develop constructive skills for resolving conflict.

CONTENT	LEARNING ACTIVITIES	RESOURCES
The early elementary age child is most familiar with conflict at the inter-personal level. Help children learn to live with themselves and other people. Help children recognize it is all right to have angry feelings and show them how to deal with these feelings creatively. Give children freedom to express themselves. Sharing and taking turns and being a good sport are inportant to everyone. Help children actively in discovering non-violent means to resolve disputes.	METHODS FOR RESOLVING CONFLICT 1. Look at clock and give each child equal time to each child who wishes to play with a given toy. 2. Log to pound nails in. 3. Children act out their feelings themselves or use puppets. 4. View large pictures that enable a group to focus on a common event. 5. Role playing that puts one in another's place to think and feel as he does. 6. Indoor snowball tag. Make Snowballs out of yarn. Children throw them to each other to background music-when music stops they throw. 7. Draw monster faces on paper bags. Tell children to walk, move, sound like monsters 8. Yoga exercises-children enjoy the lotus position and can do it easily-they can pretend to be the moon going down. 9. Role play, or have conversation about the following questions: "How would yoy feel if"----- A. No one wanted to play with you? B. Someone called you a name? C. Someone made unkind remarks about someone in your family?	Words and Action Role Playing Social Problems for Young Children Above set of pictures depicts social problems faced by children excellent for discussion and role playing. Film: A Mask for you and a Mask for me Books: Francis the Badger series-family of badgers in conflict situations including new baby, and sibling rivalry Also available in film-strip form with tapes. Let's Be Enemies by J. Udry Quarreling Book Hating Book by C. Zolotow Johj-John Terwilliger by W. Wondriska

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	Have children watch television at home and count how many times he sees harmful behavior. Parents should be advised in advance of this activity. Discuss. Encourage children to tell how these acts of harm made them feel etc.	The Young Citizen in Family and School p.13 compiled by Maryellen G. Hadjusky Peace Education in the Primary Grades Action for Childrens Television 46 Austin Street Newtonville, Mass. 02160

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Cranes Magic Gift (Japanese Fairy Tale)	S-9751
Skipper Learns a Lesson	S-960
Let's Share With Others	S-4735
Legend of Johnny Appleseed	S-8384
Navajo Children	S-908
Boy of the Navajo's	S-4276
Peaceful One	S-8041
Snowy Day	S-4412
Mask for you and Mask for me	S-9777
My Mother is the Most Beautiful Woman in the world	S-4718
What Does Our Flag Mean?	S-4579
In a Spring Garden	S-4163
Stone Soup	S-4295
Five Chinese Brothers	S-4424
Whistle For Willie	S-4779
Let's Play Fair	S-4712

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FILMS AVAILABLE FROM THE WORLD WITHOUT WAR COUNCIL

Conflict Resoutions:

Boundary Lines-12 min. Color first grade and up (EMC) $8.50

The Fable-color, Kindergarten and up A-S apply

Neighbors 9min color first grade and up (EMC) $11.50

A Scrap of Paper and a Piece of String 6 min. color pre-school and up (MM, $5.00)

BIBLIOGRAPHY cont.

FILMS AVAILABLE FROM THE WORLD WITHOUT WAR COUNCIL

Growth-Awareness of Self and Others

Nick 29 min color preschool and up (Disney, apply)

World Community

Children's Songs of Japan 20 min color pre-school and up (Ideal apply)

France and its People 14 min. b&w Kindergarten and up (EMC $7.50)

Japanese Family 23 min. b&w Kindergarten and up (EMC $11.50)

People of the Reindeer 18 min. b&w Kindergarten and up (EMC $8.00)

Sampan Family 16 min b&w Kintergarten and up (EMC $8.50 ,

World Development

The Paper Kite 20 min color first grade and up (AF $10.00)

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FILM STRIPS	AVAILABLE FROM THE DETROIT PUBLIC SCHOOLS
Little Hiawatha	F-3628 (with record)
Indian Decoration	F-2555
Indian Games	F-2557
Indians for Thanksgiving	F-2287 (with record)
The Story of Ping	F-2066
Family Fun	F-1757

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Black and White Three Dog Night Dunhill ABC Records, Inc. 1972

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Songs

It Could Be A Wonderful World Let There Be Peace On Earth Strangest Dream	It Could Be a Wonderful World Songs of Peace and Freedom Women for Peace Yellow Springs, Ohio 1966
I'd Like to Teach the World to Sing	I'd Like to Teach the World to Sing Big Three Music Corp. New York
Sing Children Sing	Songs, Dances and Singing Games of many Lands and People UNICEF
Father of the Man by Richard Rodgers	Richard and Robert Sherman Wonderful Music Co. Glendale, Calif. 1963 From Walt Disney's It's
It's A Small World After All	A Small World

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Minority Affairs Division Michigan Education Association
P.O. Box 673
East Lansing, Michigan $2.25 a copy.

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Community Renewal Society
116 South Michigan Avenue
Chicago, Ill 60603 75¢ a copy

Afro-Amerivan Portfolio available from:

Afro-Am. Publishing Co.
765 E. Oakland Blvd.
Chicago, Ill 60653

Famous Negroes:

Johnson Publishing Co.
1820 S. Michigan Ave.
Chicago, Ill.

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